**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** American Government

**Date:** 11/14/11

**Objective:** PSWBAT evaluate the extent to which students have freedom in American schools by comparing the rights expanded by *Tinker v. Des Moines Independent School District (1969)* and those restricted by *New Jersey v. TLO (1985).* (2-day objective)

**Essential Question:** To what extent does the Bill of Rights apply to students in school?

**Learning Goal:**

**1.2.1** The student will analyze the impact of landmark **Supreme Court** decisions on governmental powers, rights, and

responsibilities of **citizen**s in our changing society.

**e.** Examine the expansion or restriction of student rights in the cases *Tinker v. Des Moines School District* (1969) and

*New Jersey v. T.L.O* (1985)

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| **Type of Lesson:** | **Agenda:** |
| Introductory | 1. Call to Order 2. Exploration of the Issue At Hand 3. Notes 4. Armband Creation 5. Travelling Whiteboards 6. Exit Ticket 7. Closing |
| **Call to Order: (5 minutes)** | |
| Students will enter the room, take out their notebooks, and begin their Call to Order, which will be posted on the board:  *Do you feel that students should have the right to say whatever they want in school?*  *Are there boundaries to what students should be able to say to the teacher or to other students? In the hallways?*  Teacher will take attendance while students respond. | |
| **Introduction of New Material: (15-17 minutes)** | |
| **Rationale for Learning:**  Teacher will provide rationale for today’s learning, explaining that as students, you should be informed of your rights at school, and which of the Bill of Rights actually apply to you.  **Exploring the Subject:**  Teacher will explain the procedures for the topic exploration:  The teacher will read an opinion aloud to the class. Students will walk to four corners depending on whether or not they strongly agree, agree, disagree, or strongly disagree.  At the end of the activity, students will return to their seats.  **Teacher will Present the Key Points from Today’s Lesson:**   1. John and Mary Tinker were a brother and sister who went to school wearing Black Armbands to protest the Vietnam War, which was going on at the time (during 1969). 2. The Principal suspended the students. 3. The students took Des Moines Independent School District to court over the suspension. They believed their first amendment right to freedom of speech and expression had been violated. 4. The Supreme Court ruled that the students **did** in fact have freedom of speech, and that as long as it wasn’t distracting students from learning, students could exercise their freedom at school. 5. This set the precedent that students have free speech if they don’t distract others; but students cannot exercise free speech that might distract others.   **Think, Pair, Share:**  What is an example of free speech at school? (Free speech that does not distract learning)  What is an example of speech that is not allowed at school? (Speech that does distract learning) | |
| **Guided Practice: (17-20 minutes)** | |
| **List, Sort, Label: (5 minutes – 2 minute debrief)**  Students will have index cards with the opinions of both the Tinkers and the Des Moines Independent School District on them. Students will sort these opinions into two piles: one that illustrates the opinions of the Tinkers, and one that illustrates the opinions of the School District. These will be similar to the opinions explored in the beginning of class. Students will do this work in pairs.  **Chalk Talk: (10 minutes)**  Teacher will have students push the desks out of the way, to the edge of the classroom. Students will sit family style, in a circle, with just their chairs. The teacher will hand out whiteboards that each have a different question written at the top of them. Students will respond to each of these questions for 45 seconds with a whiteboard marker, and then pass them. Teacher will have students debrief their whiteboard activity by sharing their whiteboard and one opinion, example, or student response that they read that interested them. Teacher will participate in the activity, moderate the discussion, and clarify misconceptions. | |
| **Independent Practice: (5-8 minutes)** | |
| Students will complete a 4 question exit ticket (see below). After five minutes, the teacher will display the answers on the board and students will correct their own, writing a score in the top right corner. | |
| **Closing: (2 minutes)** | |
| Teacher will ask students to generate terms to put on the unit board.  **Enrichment:** If there is time, students will create a black armband to wear around the school, over their uniforms. | |
| **Homework: (2 minutes)** | |
| Teacher will explain the homework and do the first scenario with students.  Students will complete a worksheet of different scenarios, each of which asks students to rate it on a scale of 1-10 for how disruptive it is for students, and then to explain why is should or should not be restricted. | |
| **Accommodations:** | |
| Pd. 3:  AP: Verbatim reading of all directions, graphic organizer provided on board, will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions.  TP: Verbatim reading of all directions, graphic organizer provided on board, will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions.  JM: Verbatim reading of all directions, graphic organizer provided on board, will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions. Will receive a one-minute break in between activities.  Pd. 4  KC: Verbatim reading of all instructions, preferential seating next to someone whose notes he can copy, graphic organizers provided along with visual cues on board. Will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions.  TL: Verbatim reading of all instructions, visual cues, visual organizers, graphic organizers will be provided. Student has preferential seating to minimize distractions. Will receive extended time on independent practice and exit ticket.  KT: Kayla will receive extended time on exit ticket and independent practice. She has preferential seating to reduce distractions.  BW: Verbatim reading of all instructions, visual cues, and graphic organizers will be provided. Will receive extended time on independent practice/exit ticket. Will be allowed a one-minute break between each activity.  Pd. 6  RA: Verbatim reading of all instructions, extended time on independent practice/exit ticket, and preferential seating will be provided.  LLR: Verbatim reading. Will receive visual and graphic organizers, extended time on independent practice/exit ticket, and preferential seating. Will get a one-minute break between activities.  CR: Verbatim reading of all assignments and instructions. Will receive visual and graphic organizers, extended time on independent practice/exit ticket, and preferential seating. Will get a one-minute break between activities.  DT: Verbatim reading of all instructions, graphic and visual organizers, extended time and multiple breaks (one-minute long) will be provided. Preferential seating is given to minimize distractions to student.  AJ: Verbatim reading, graphic organizers, extended time, and preferential seating is provided. Seating will vary for this student day to day to ensure distractions to and from other students are minimized. | |

**Assessment Items:**

**1. Which of these incidents led to the United States Supreme Court case *Tinker v. Des Moines Independent School District*?**

A. A school principal censored articles from the school newspaper.

B. A school district used public transportation to segregate students by race.

C. School authorities searched a student’s handbag without a search warrant.

D. School authorities suspended students for wearing black armbands as a protest.

**2. Which of these amendments was involved in the Tinker v. Des Moines case?**

A. The first amendment

B. The second amendment

C. The fourth amendment

D. The fourteenth amendment

**3. Which of these influenced the Supreme Court’s decision in the *Tinker v. Des Moines* case?**

A. The opinions of the protesters were the same as the majority of students.

B. The school board agreed with the students’ opinions.

C. There was evidence that the students received good grades.

D. There was a lack of evidence that the students’ actions disrupted learning.

**4. In which situation would the Tinker v. Des Moines Supreme Court decision apply?**

A. A man Is refused an attorney in his criminal case

B. A woman is arrested without being informed of her rights

C. A teacher searches a boy’s locker without his permission due to reasonable suspicion

D. A girl is suspended from school for passing out fliers about a presidential candidate